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ABSTRACT

This report records the conception, development, and implementation of a black studies course for elementary students. Problems encountered, methods for student selection, and suggestions for approaching such a course are explained in detail. Short histories and perspectives of the course content (pre-colonial Africa, slavery, and civil rights) are followed by descriptions of how the course can be structured through the incorporation of student suggestions, field trips, art projects and various programs that focus on specific individuals and aspects of black history. In addition, learning activities, the content and use of available books, games, and audiovisual aids appropriate for such a course are described in each chapter. Suggestions are also made for displaying student art and written works and for developing programs that contribute to black pride. A description of possible funding sources is included along with a list of resource materials and a bibliography. (Author/EB)

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FEELING PROUD: Teaching Minority Studies
Part I Black Studies

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EDUCATION & WELFARE
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I wish I could
I wish you could
I wish we could
end prejudice.

And if I could
And if you could
It should
have been over
yesterday.

So wrote eleven year old David as we read of Civil Rights Movement in our Social Studies text. We were learning about Montgomery, Selma, Mississippi, and as we did, my fifth grade class begged for more information. They begged for answers and discussion on prejudice and discrimination. They begged for help in finding out just who they were and where they were going.

And so we began.

I wrote a Minority Studies unit which was interwoven into their fourth and fifth grade Social Studies curriculum. We explored the culture and history of Black, Jewish, and Mexican Americans. We read, discussed, wrote and discussed some more. Many of their parents, opposed and questioning, requested to join our field trips and class discussions. They often became our best supports. Members of the ethnic groups in our community visited and assisted us. We spent hundreds of extra hours discovering and exploring.

Late in the year, I was informed that I would be teaching a second-third grade unit, rather than continue with the third-fifth grade group I had been working with. Although I saw some possibilities for teaching Minority Studies to this younger group, I realized that much of the work I had done would go to naught during the coming semesters.

Throughout the summer, I groped for a way to carry out my original program. There were so many pertinent, important concepts I felt I was offering my students. The obstacles seemed insurmountable.

One day, a parent phoned me. She told me of an experience her son had had with some people in the neighborhood. It seems that a group was standing in front of the home of some Mexican-Americans, calling them "dumb spics" and "wet-backs". Kelly heard the commotion and opened up. He told them about discrimination, fear, and hate. By the end of the angry exchange, several of the adults actually apologized to Kelly, and to members of the family.

I decided to continue.

Volunteering for an after-school program seemed the best alternative. I set the number required to run the program at five students.

The month of September was a busy, exciting one. I planned the activities you will read about later. It was my decision to begin with Black Studies. After reviewing the material extensively, I planned field trips and recalled the resource community persons who had been so helpful in the past year.

In early October, I passed permission notes out to the fourth-sixth graders in three elementary schools in our District. Notes explained the content of the project briefly and gave times and logistics. These began trickling in at the school I teach, with many promises ("Can I bring it in tomorrow?"). Slightly reassured, I held my breath until the end of that week.

Then all hell broke loose. Teachers from the other school asked that I come pick up the slips that were overcrowding their desks. With much excitement, I collected each precious note, aware that others were beginning to share my enthusiasm. It certainly is a relief to have company in controversy.

Over 200 children in our small district signed up for Minority Studies. When they saw their numbers rising, the children begged and pleaded to be in the program. We had about 100 Blacks, 60 Whites, and 40 Chicano or Oriental children return their notes.

I was enjoying troubles in paradise.

I asked each teacher to select three children from her class whom she felt would benefit by the program. I then toured the three schools and met with the "chosen 70". Having found a marvelous aide and high school teacher to help, we organized two classes of 35 each. The children who had not been placed in this first section were informed they would be in the study at a later date.

In these pages, I will tell about the first part of Minority Studies --- Black Studies. I will discuss important, objective concepts, many ideas for integrating the program with music, art, and field trips. I hope, at a later date, to write about the two other sections, Jewish and Mexican American studies. I feel that I can best cover each topic individually.

I will outline ideas which can be used for an after-school program and enlarge on more which can be used in the daily classroom. Most ideas are geared to elementary school children although all can provide points of departure for any age group.

BEFORE BEGINNING --- BEWARE

If you have read every available American History textbook, scanned recent childrens' literature on Black Studies, taken courses at the University, and feel you are ready to begin teaching --- forget it! You might as well teach a unit on volcanic rock.

Before teaching about any minority group which you are not a member of, there's miles of fieldwork to be done. Get help from community people and groups. As a member of a minority group, I realize my limitations in actually knowing another. I found it necessary to study the culture through people who are active in it. There are so many esoteric aspects in the social, culinary, educational, etc., customs of ethnic groups which are known only within.

I personally feel it possible for some white teachers to teach Black or Brown Studies wherein one from that ethnic group isn't available. Again, that is with plenty of "ethnic aid".

Get into reading of recent Black leaders and spokesmen --- Malcolm X, James Baldwin, Claude Brown, Eldrige Cleaver, Martin Luther King, and, yes, Stokley. Booker T. simply isn't in the ballpark.

Minority Studies is a tremendously exciting, involving program. And you will find this involvement far-reaching. Only, don't teach it white. Students, especially those in minority groups, are very sensitive in their search for help in identity and self-value. It must be realized that these individuals are living through a totally different set of problems than the white teacher. No white teacher has really "gone through" what these young men and women are facing.

Students will commend you if you do deliver important concepts to them. They will invoke the most beautiful responses a teacher can witness.

But, teach it white and there ain't a student around who will sit past free snack time.

THE CONS

Don't plan on running for any popularity contest if you decide to teach Minority Studies. At this point in time, teaching about awareness, pride, and culture are still considered controversial. However, any resistance you may have from other teachers or administrators will be well mended by the enthusiastic explosion set off in students.

Teaching about the different cultures in America should have begun years back. Americans were probably too concerned with the "melting pot" image. An awareness has begun among ethnic groups in our country wherein they are feeling prouder of their differences than past pride found in their similarities.

Unfortunately, much resentment remains on all sides. You will witness this as you teach the program. Don't be surprised if criticism comes from the ethnic group you are teaching about. A vocal minority feels that only members of their group can teach their culture correctly. Sometimes these folks can be invited into the project and become helpful. More often, they must be sadly ignored.

You will find beautiful people in strange places who will agree and work with you. They will come in the form of unexpected funds from a district administrator, kind professors at the university, and parents who will borrow money to attend a fund-raising movie with their five children.

Few things can be as rewarding as seeing children comfortable enough to joke about each others' differences.

Few things can be as heart-warming as white, Black, Oriental, Chicano students with raised hands and voices, singing "We Shall Overcome".

Right on.

A WORD ABOUT MATERIALS

It was difficult finding materials in most minority areas. Thanks to the great initiative taken by interested Black and white persons, the selection of books, audio-visual, and other materials is excellent for Black Studies. Hopefully, other groups will press for better materials on their groups.

I found four companies excellent in all types of audio-visual materials. These are Eyegate, SVE/Singer, Bowmar, and Guidance Associates of Pleasantville, New York. Addresses for these are in the Bibliography herein. Throughout this paper, materials from these companies will be mentioned.

There are several resource units I found usable. These are also mentioned in the Bibliography. In the field of books, I have mentioned a few for adults and children. However, there are many good books coming out for students in the general field of Minority Studies and one need only visit the library for good suggestions.

A fine group of pictures were helpful throughout the study. These are published by the David Cook Company (Carry and Lathen) and called, "Black History, Yesterday and Today". Reliable SVE also has a very fine series of Black Americans in every era.

I strongly suggest that before ordering any materials, you write for a thirty day trial period. The companies above are fine about such a procedure. If you need materials in a hurry, call the nearest sales representative (name and number can be easily obtained from the main office) and he will probably loan you samples until your order is in.

AFRICA

Important Concepts

Many anthropologists feel that human life began in Africa. The oldest fossils of humans were in Africa, the "Dark Continent".

When Portuguese, English, and Americans began exporting slaves from Africa, there were many complex societies in existence. Family structures were built on the descension of one large group from one person. Each tribe had its own customs and language and thus, little is known about early Africa.

It is fact that kings had powerful armies, courts, and taxes. Economies were mostly based on agriculture but there was herding and more esthetic occupations, such as crafts. Gold, silver, ivory, and eventually slaves were exported. Monetary systems varied from one tribe to another.

Physical appearance of the Africans varied. Some were short and broadnosed while others were tall with straight hair and thin noses. Color varied from deep black to cream.

Religion was important to the African. Every event had some religious basis. Death was the climax of life. Many believed in one God, along with lesser gods in the background. There was some ancestor worship. The concept of "life force" was significant and stressed that the force of the Creator was present in all things --- people, animals, rocks. This presence continued after death and could affect the living.

Art was life in many African cultures. Music, dancing, weaving, metallurgy, basketry, and other crafts told much of the life style. Music was of a call-and-response type and the instruments used were relatives of the xylophone, guitar, violin, flute, and harp.

These societies had their own problems of slavery, wars, and class struggle. However, there was a definite law and order.

LESSONS AND PLANS:

In the initial sessions, students and teacher outlined the topics to be covered. The study would begin with Africa and slavery, move into the Civil War, Reconstruction, the early 1900s, Civil Rights movement, and recent times. All expressed interest in recent leaders and events in Black History and music. These were good suggestions and were mixed in throughout the program.

Some rules were also established together. Each student who wanted to be included in special events (field trips, movies, parties) would be required to attend a good percentage of the sessions. Due to transportation problems, if a student were unable to attend on any given day, he or she should report this in the morning to the teacher or aide representing the program in their building.

As the group met only one hour twice a week (field trips on weekends), the amount of information taught was limited. Instead, we focused on student participation. One good method of achieving this was through role playing and play acting. Students were from different schools and this helped to bring all together initially. Later, this type of dramatic activity was effective in making students more involved in the concepts being discussed. They immediately decided that it was difficult to combat deep-seated prejudice but, if each person could boldly look at the situation (by role playing, acting, discussion, etc.), there was a better possibility for the future.

Students also participated through writing, preparing food, planning some class sessions. As we became even more sophisticated together, students took charge of getting their groups to the Program school and organizing field trips.

Eyegate has a fine selection of filmstrips concerning this period. They sensitively show the tremendous transition from Africa to the "Free World" and accurately depict the life they left.

When Black Studies is taught in a fulltime classroom, there are numerous activities to add. Poetry and You-Are-There type writing is interesting to share and form into booklets. Interesting fictional stories can also be written.

Many of the finest suggestions for Black Studies are in a book called Pride by Watson and Houghton. Effective ideas for beginning were "Beauty is Perception", "Hieroglyphics", and "A House is a Shelter". Beauty is Perception is done by handing out duplicated outlines of persons with no facial features or hair drawn in. Discuss how people generally tend to judge something as beautiful whereas others perceive beauty entirely different. Then have students fill in sheets, one as a beautiful being, the other as ugly. Compare similarities between pictures and discuss how each personally forms his or her individual perception of beauty (culture, family, ethnic group).

In Hieroglyphics, students learn to abstract. All receive sheets with an alphabet of symbols. They will have time to write sentences using the symbols for letters. Each will then decode another's.

A House is a Shelter discusses the variation of living structures in different cultures. Begin by explaining that most American homes are made of cement, wood, plaster, glass, and so forth. In many African villages, houses are of a simpler mode and not as permanent as ours. Using clay, hay, straw, masking tape, and cardboard squares (as a base), thatched huts are molded.

The aide decided that it would be good for students to make at least one art project for each section of Minority Studies. Condensed paper mache (in bricks or bags) was an excellent medium, especially for molding African beads. A toothpick was inserted through each, all were dried, and toothpicks removed. These were painted in wild "African" colors and styles then strung with dental floss or thin ribbon. The project was simple and adaptable to any classroom.

- African drums are a fine way of beginning the musical aspect of Black Studies.
- Folkways Records has a fine series of ethnic records. Bowmar, Inc. also contributes
- with their filmstrip - cassette series of "Folk Songs of Africa". Picking up the interest in soul music, students wrote record companies and received beautiful photos and biographical information.

SLAVERY

Blacks and whites are all right
 So why fight?
 Blacks have rights, why should whites fight?
 Because
 If Blacks were slaves
 Then whites are the same.

Cindy, Age 9

We're both people
 I'm black, you're white
 But we're both people
 What's the difference?

I've got a heart
 You've got a heart
 We're both people
 What's the difference?

So I ask you now
 Why am I a slave?

Michelle, Age 11

SLAVERY

Important Concepts

Students were surprised to learn that slavery was an old institution when Americans took it up. Many conquered nations were taken as slaves to serve the victors, even on the continent of Africa.

The first settlers came to America and attempted to force the Native Americans (Indians) into servitude. The Indians wouldn't buy this and refused to work for the intruders. Thus, early settlers used indentured servants, usually from Europe, who would work about seven years for their freedom.

The first Black people came to the English colonies to work as indentured servants. Soon traders who were going to Africa for cloth, gold, silver, and rum, began negotiating with tribal chiefs for slaves. By the Sixteenth century, slave trade with the Slave Mother (Africa) was big business. Men and women bought in Africa for \$25 per head, were sold in America for \$250 to \$300.

The huge economic factors of slavery are an important concept. First of all, the primary financial gain from importation was huge. Second, slaves were a relatively cheap labor force to maintain. Third, the economic split, which eventually lead to a political split and Civil War between North and South, are very significant factors in American history.

Conditions were disasterous on slave ships. Food was often spoiled and Black men, women, and children were stacked like logs in chains. They were allowed on deck for a few minutes of fresh air per day. Over 20% died on the way over.

Upon arrival in the "Free World", slaves were marched, half naked, to the auction block. Families were ruthlessly scattered, never again to reunite. From the auction block, these beings became the property of others. They were compelled to work 18 hours

each day and were given barely enough food to live on. Slaves were also subject to stringent "Black Codes" which forced absolute silence during work hours, forbade gathering in "large groups" (more than three), and so forth.

Slavery took a terrific toll on the unity of the United States. Northern states were developing an industrial economy and found that slaves were unnecessary to its perpetuation. However, in the South, the main sources of revenue came from fields (cotton, tobacco, sugar cane) tended exclusively by slaves. The entire plantation system was dependent upon the institution of slavery.

Politics followed this economic trend. Southerners became accustomed to buying manufactured goods more cheaply from Europe. Northern influence became increasingly important to their economy, Southerners began talking about secession from the North. Northerners, in turn, resented the institution gravely, and many avowed its termination.

Abolitionists, Black and white, continued attacking slavery with words. Some of the Black abolitionists were David Walker, Robert Young, Samuel Cornish, and Sarah Remond. Frederick Douglass, abolitionist, writer, and statesman, stood out as one of the finest Black leaders in American history.

Others attacked slavery with deeds. Brave people, working with the Underground Railroad, directed slaves from "station to station" and at last to freedom in the North or Canada. Most brave was Harriet Tubman, called the "Black Moses" who led 300 slaves out of the South singlehandedly.

One little known fact is that some abolitionists financed ships and collected slaves together who wished passage back to Africa. For no charge, these former slaves were sent back to their homes.

LESSONS AND PLANS:

This section was also fine for role playing as well as for reading from primary documents and acting these out.

One young man had the part of a slave auctioneer. He nonchalantly sold the other "slaves" and finally reached his new girl friend. As he brushed over her qualifications, he ended with, "She's OK at housework, but this sweet thing is mostly for show".

Children found great interest in the transport of slaves to the New World. All were asked to sit with their knees up, in a crouched position for one program period. Many gave up quickly. These were the conditions of slave ships wherein 7,000,000 persons were brought to America. Students were able to emphathize with the horrendous conditions of slavery.

Students wrote on such topics as "If I Were a Slave" and "If I Were a Southern White Suring Slavery". They gave oral reports on Frederick Douglass, Harriet Tubman, and Sojourner Truth. The Singer/SVE series on these individuals is superb.

One game was especially well received by the children. The game was called "Right On", and is a fine method of testing retention. At the beginning of each session, several review questions were asked. The teacher had a bag of candy in hand. Correct answers were rewarded with candy. (I am sure that psychologists would have all sorts of interpretations of the game and its success. Whatever the reasons, it worked!)

During the study of slavery, music is in order! As mentioned previously, Folkways Records provides an excellent series for Black Studies. Songs of the American Slaves album by Folkways include "Ain't That Good News", "This Little Light of Mine", "Do Lawd", and many others. Children sang these with guitar, and added "Swing Low, Sweet Chariot" and "He's Got the Whole World in His Hands". Modern songs such as "Blowin' in the Wind" and "We Shall Overcome" were added to foreshadow things to come.

In one discussion, the group deliberated over the economics of slavery. After watching several filmstrips also, one young man asked: "But, Mrs. Vogel, I still can't get it. It doesn't say how much the slave was paid in any of these filmstrips!"

Studying abolitionists and the Underground Railway is a saving grace during this bleak phase of American history. Learning about Blacks and whites who united to speak, write, and act against these exploitations was a bit uplifting.

Black Codes, the slave revolts, and the life of the slave provide more good topics for role playing. Several fine filmstrips are provided by Eyegate and McGraw-Hill.

CIVIL WAR AND RECONSTRUCTION

I think
Black is beautiful
White is wonderful
And all the other colors in between are great.

Timmy, Age 10

Dear Mr. Sparrow and Mr. Mason,

I enjoyed your talking to us. I wish you could come again. I like hearing about Blacks and whites. I will get to know them better from listening to people like you.

From people like you, I will get to know the Truth.

Deanna, Age 10

Important Concepts

It seemed unnecessary to explore the War in great detail. It seemed more pertinent to concentrate on the reasons and results of it. Important issues were slavery, slave revolts, secessions. Following these are Blacks in the Civil War, Abraham Lincoln, and the Emancipation Proclamation, and the 13th and 14th Amendments. Some good figures to know are that 200,000 Black men enlisted, there were 166 regiments (segregated), casualties numbered 38,000, one-fourth of the Union Navy and 12% of the Army were Black men.

After the disastrous War, the Nation struggled to Reconstruct. President Lincoln was shot and leadership was uncertain. However, many Black officials such as Pickney Benton Pinchback, Robert Smalls, John Menard, and Robert Elliot served our country well during Reconstruction in elected high government offices.

This was also the time of the white supremacist reign of terror. The KKK and similar groups slowly whipped the Black people back into submission. Soon, whites again controlled most of the land, money, and credit.

Jim Crow laws were an important, quite peculiar concept to discuss. As this topic was talked about, one child simply stated that she could not understand why these laws ever existed. An eloquent Black young lady raised her hand and said, "They thought we were dirty. Like we had some kind of germs or something".

In 1896, the Supreme Court ruled (Plessy VS. Ferguson) that the "separate but equal" doctrine of the South was constitutional. In other words, separate facilities (restaurants, schools, churches, johns) throughout the South were very permissible. This doctrine would keep Black men and women in chains for years to come.

LESSONS AND PLANS:

This was a good time for discussion. Students had background knowledge and used this to make insights into this frustrating period in history. The laws were now

on paper, but not in truth. Students covered quite a bit of the material through oral reports. Blacks that served in governmental positions after being born slaves provided fine topics. It was also interesting to compare and contrast these politicians with recent ones.

Filmstrips on this time are a bit sparse. Besides the McGraw-Hill series (for details see Bibliography) and SVE's Black Folk Music in America (a kit which covers slavery to 1960s), Encyclopedia Britannica has some materials to offer.

Music of the times was highlighted by spirituals, blues, and jazz. It is fun to sing and study gospel music through albums (for details see Bibliography) by singers such as Marian Anderson and the Robert Shaw Choral. Try singing with no instrumentation, then drums only, and finally, with guitar and piano. "We Shall Not Be Moved" and "Free At Last" are good songs to add at this point.

Several activities can be useful for studying the concepts of discrimination and supremacy. Rumor Clinic (available from the Anti-Defamation League, New York City) is an interesting way to study the misuse of information. Also applicable is a game called "Hate". Students with blue eyes and brown eyes are separated. Blue eyes, for example, could not speak with brown eyes. One of the groups must sit in the middle of the floor while the other harasses them about their eye color. It should be observed carefully as the going can get rough. After a time, groups switch and retaliation becomes the name of the game. This exercise provides for interesting -- and sometimes overheated --- discussion afterward.

There are many Black artists who can be introduced for a survey in art appreciation. Robert Duncanson and Henry Tanner are outstanding examples of early Black artists. The feeling seen in the work of Richard Barthe is a major way to demonstrate where Black people were at in the early 1900's. Gordon Parks is one of the most

versatile "masters of the camera" who brought the Harlem scene into focus for the American public. Many large poster-size prints are available from Shorewood Company in New York City. These beautiful prints are only \$1 each.

One problem in the field of Minority Studies is dissemination. It seems that if one or two teachers in a building use the program, much enthusiasm is stimulated. If this interest isn't satisfied in other classrooms, you can help. Encourage other teachers to use your outlines, ideas, and materials. You might try calling newspaper and TV stations so that other educators know where to come for resources. Of course, your best asset is a satisfied ten year old customer!

To stimulate schoolwide interest (possibly Black Awareness Week), set up an Afro-American "museum". Students can display their art projects, poems, reports, pictures, and so forth. Local libraries, museums, and colleges can provide assistance in this department. The book, Pride, suggests this idea as well as using a Black Tree. Cut a large paper tree out and let students keep adding information "leaves" throughout the year.

Or use a World Wheel and maps in the halls or showcase. These can show the location and proportion of various cultural groups in the world. Invite other classes to add reports and pictures onto the Wheel.

It became increasingly easy to teach Black Studies class. In the after-school segment, we found that teachers had sent us their "behavior problems", "slow learners". There was nothing slow or problematic about these kids. Once they were involved in something meaningful, they were beautiful and responsive. We had a non-existent attrition rate.

The students made very sure that they got to the program. One young man was told to leave after his last class. He walked quietly out one door and slipped in

through another. The gym teacher angrily demanded he leave. The child, very placidly retorted, "I am a minority", he said, "And minorities don't have to leave this school on Tuesday and Thursday afternoon".

EARLY CIVIL RIGHTS

Important Concepts

What are Civil Rights? These are the rights of all citizens to receive fair and equal treatment under the law.

By the end of Reconstruction, the government had essentially stopped protecting the rights of Blacks. Their children were going to inferior schools as the "separate but equal" philosophy was expounded by the courts. Many jobs, neighborhoods, universities, restaurants, even toilets, were unjustly closed to Blacks.

Many did not feel that Black persons should have their Civil Rights. Segregation laws were passed. Segregation is to separate people, to pull apart. Literacy tests and poll taxes were used to prevent Blacks from changing these laws.

One Black leader of this time was Booker T. Washington. He felt that his people should not anger white folks but work hard to prove they deserved equal rights. Many leaders criticized Booker T. and felt that his complacent attitude was very wrong. W.E.B. DuBois formed the NAACP to fight unconstitutional laws and the lack of Civil Rights.

The reign of terror continued extensively through the early 1900s. The KKK and Jim Crow laws were in their heyday. Homes of Blacks and whites interested in Civil Rights were burned, or they were secretly lynched. The lack of law and order among white Southerners during this period was outstanding but it was not until the 1950s that people began waking up.

In 1954, a long overdue decision came out of the United States Supreme Court. This was the Brown vs. Board of Education case wherein segregated education was declared illegal and the separate but equal doctrine was declared unconstitutional. Schools were told to desegregate but it took federal troops to regain order in the

South when several governors refused to obey this law.

In the 1950's a young reverend named Martin Luther King began using the techniques of Mahatma Ghandi to lead non-violent protest. When Rosa Parks, a weary seamstress refused to step to the back of the bus in Montgomery, Alabama, King led the Montgomery bus boycott. This boycott lasted 381 days and resulted in the Supreme Court ruling that segregated seating was unconstitutional. The beginning of the end of Jim Crow laws was heralded and Black Americans gained new encouragement for their cause.

King continued leading peace marches and boycotts throughout the 1950's. These opened up barriers and told the world about the true conditions for Black people in our country.

LESSONS AND PLANS:

Three men emerge as important figures of this period. Booker T. Washington, W.E.B. DuBois, and Martin Luther King. It is important to study each in depth, comparing and contrasting. Pictures, filmstrips, and reports can enrich this study. If you are lucky enough to be teaching the program around one of the birthdays, a program for other classes and schools would be appropriate. Plays and role playing are the most effective techniques for this part of the unit. For role playing, we simulated peace marches and sit-ins. Students became adept at dragging each other out after a sit-in, and trying various modes of resistance. I was dragged out mistakenly as I played guitar for the sit-inners.

Students became so excited with the possibilities of a boycott that they spontaneously boycotted our lunchroom for repetitious menus. The principal, usually cooperative, brought this to an early end.

I found that Eyegate and SVE have the best biographical materials for this period. There is a long, but very fine movie entitled "KING, From Montgomery To Memphis", but I haven't been able to find it recently. The SVE collection, previously mentioned, on Black Folk Music in America, "Modern Times" section, gives good coverage to this early Civil Rights period. McGraw-Hill contributes "Threshold of Equality" and Eyegate splendidly does "Beginning of the Breakthrough", "Into the Twentieth Century" and "Winning the West" in filmstrip-cassette sets.

This is a fine time for speakers. I felt it advisable to bring in speakers of varying viewpoints and backgrounds. Children should realize that not every speaker has an answer --- or certainly not their answer. Hopefully, they will begin to know that an intelligent attitude is usually an eclectic compilation of varying views.

As I will discuss in depth later, I found the best source for speakers were colleges, Armed Forces Racial Harmony Councils, and persons in community programs such as Headstart, La Raza, and student unions.

Topics for writing and reading were themes such as "There I Was In A Peace March" and "This Is What I'd Like To Boycott". (Boycotts can also be conducted on such things as lettuce, fruit, and so forth for children to understand the many sides of this operation.) Poems by Langston Hughes and others on Folkways Records' "Anthology of Negro Poets in the USA" can be read aloud by the children.

It's always interesting to read primary documents to students. Although high school students could get into these on their own, elementary children probably need small doses. Writing by King, Booker T., DuBois would be pertinent.

Many Blacks were coming up in the fields of entertainment, politics, and athletics. Biographical material is rich. Jackie Robinson, Ralph Bunche, Marian Anderson, Gwendolyn Brooks are a few of the personalities which can be found in a series

of filmstrip-cassettes by Eyegate called "Image Makers". (If you write to Eyegate, they will send "Quickstrips" which is a page printed exactly from the actual filmstrip.) The names of childrens' and adult books in this area would be endless and can be found at all libraries. Many short biographies of multi-ethnic athletes have been combined by Bowmar into a series called Play the Game. These are beautifully written and illustrated, high interest supplementary readers. This series is also available on record and cassette.

RECENT CIVIL RIGHTS MOVEMENT

But, Mom
Blacks aren't slaves at which to throw stones,
So why, in 1960, are we still
whipping their bones.

Deanna, Age 10

Am I really brown?
Does my skin matter, does my face?
Prove you are what you are,
And that I'm so brown.
Is he really Black?
Are you so very White
And then tell me ----

What color is God?

Tim, Age 11

Important Concepts

The 1960's was a tumultuous decade. Martin Luther King was continuing peaceful demonstration with the SCLC, Southern Christian Leadership Conference. In the summer of 1963, 200,000 Americans participated in the March on Washington where Dr. King made his famous "I Have A Dream" speech (a very profitable one for children to learn). In 1964, Dr. King became the youngest man to be awarded a Nobel Peace Prize.

Older organizations such as the NAACP and National Urban League continued to use the courts as their vehicle for protest. Other groups, stating that they were "tired of waiting", organized CORE under James Farmer, and SNCC. Elijah Muhammad and Malcolm X, with the Black Muslims, decreed that the white devil must be done away with and Black Power strengthened. Stokely Carmichael and H. Rapp Brown went even further and demanded that cities had to be burned to make way for a new America.

In 1963, President John F. Kennedy asked Congress for a better Civil Rights bill. This was held up in Congress and the President was assassinated. President

Lyndon Johnson shuttled the Civil Rights Bill of 1964 through Congress and raised hopes with his "War on Poverty".

During the latter half of the 1960's, many Blacks lived in Northern ghettos and slums (interestingly different concepts to explain) where discontent was festering. Schools, employment, housing, were considered by many to be better for whites than Blacks. These persons vowed to avenge these conditions.

The slums exploded.

The Watts riot in August, 1965, was the first of many large scale disturbances and foreshadowed the future. Over 34 persons were killed and 3,000 arrested. Property damage, mostly in the slums, amounted to over \$40 million. Riots continued in many cities across the country, one of the worse in Detroit, Michigan. In 1967, there were 43 deaths in this sprawling, very rich-very poor metropolis. Property damage in Detroit was \$45 million. Many Americans at last were faced with the graveness of the situation. Most knew that this was only a small demonstration of what could follow. All realized that immediate steps had to be taken to remedy the pathos of the slums.

Many programs opened to help persons out of the slums and past the poverty, drugs, and inferior education. Government and private industry now realized the alternative to earlier inaction.

Robert Weaver became the first Black Cabinet member and Thurgood Marshall was appointed first Black on the Supreme Court. Black mayors, congressmen, and senators were elected in the largest numbers since Reconstruction. Black persons gained prominence in every field.

Although this has probably been the best five years in the history of the Black American, there are still many problems ahead. Drugs remain a heinous killer and incapacitator in the urban slum. Ghetto schools, previously lacking tremendously

in relevant education, have been flooded with money and new programs. These must be continually re-evaluated and realistically revitalized. Some defense spending now going toward aid to hundreds of other countries, could be redirected into the isolated islands which our urban slums have become. Problems between militant Blacks and law enforcement agents are in a pitifully disastrous state.

Most importantly in the field of Civil Rights, Black people themselves have begun a successful movement which will make their history past and provide them with long-denied freedoms and rights.

LESSONS AND PLANS:

By this point in the study, students were well able to supply and discuss the role playing situations. They were becoming adept and precise in their acting. One over zealous student was asked to play in a peace march demonstration. He raised his imaginary sign and began yelling:

"We hate whites, we hate yellows and browns, we hate some Blacks."

Needless to say, he was swiftly and severely apprehended by his peers. The end result was a good lesson for all.

This is a good time for speakers. It was decided that we would bring in speakers of varying opinions. Students heard non-violent and militant philosophies, and everything in between. All received grilling questions from these 10 to 12 year olds.

The companies mentioned earlier, Singer/SVE, Eyegate, Guidance Associates, and Bowmar all have good selections for this latter era. One of the best filmstrip-cassettes is "Freedom Now --- The Turbulent Sixties", by Eyegate. It easily depicts the upheaval in this period and clearly depicts the reasons for it. Encyclopedia Britannica has a good selection for this section also.

Guidance Associates came out with a very complete set on Malcolm X. They also have developed an interesting series of American ethnic folktales, such as the "Hope Tree of Harlem".

Biographical materials are abundant but should be well previewed beforehand. Some sets were obviously shuffled onto the market hastily. Other companies have improved on the earlier models.

For the final session of this after-school program, students wrote and directed plays for each other. They used all of the songs learned as well as two more --- "Times Are Changin'", and Nina Simone's, "I Wish I Could Know How It Feels to be Free". The newspaper sent out a photographer for the event. Students were in rare form, dragging out everyone including the waitress in a lunchcounter sit-in scene, keeping exact tabs on the photographer, and doing an overly realistic job of whipping the KKK.

What was most important to see at the culmination program was that this group of Black, white, Chicano, Oriental, and Native Americans were sharing some new discoveries. They were using what they had learned, adding loads of feeling, and coming up with some beautiful results.

As we ended the first part of Minority Studies, the volunteer staff and I realized that our children felt strong. They had gone through many changes and stages in the study and were looking at problems and prejudice as few adults would dare.

Most importantly, these people were feeling proud.

PROGRAMS

As I have discussed briefly, programs can be the most exciting part of the Studies for some children. Programs provide an outlet for what was being learned --- and felt!

In the past two years, I have had students write, direct, act, costume, and sing their own plays. They present these for other classes and groups. Parents have pitched in, as have other teachers and older students to give whatever was needed.

One fine part of these types of programs is that they are a good way of giving thanks. As I will discuss in the next section on funding, many groups entertained us for days and evening. Just a few songs, or a soulful drama, was enough to thank them for the many hours they planned and spent with us.

Besides historical musicals, the childrens' writing can draft a great program. Acting out their poems, essays, and songs can provide a splendid performance.

I would like to stress the importance of programs for holidays such as King's birthday, Israel Independence Day, Cinco de Mayo, etc. These spark much pride and awareness in students of all ethnic groups. And, if you don't make a point of these days, there is an excellent possibility that one one else will. Essentially that would be denying the reason for any Minority Studies Program.

PLAYING THE FUNDING GAME

Funds for the first year of most experimental programs are difficult to come by. After you've shown what can be done with your own time and money, you're in a better position. I hope this is one of the many facets of education which sees some change.

Write to pertinent foundations. There are several books such as The Annual Register of Grant Support (edited by Alvin Reneyzky, Academic Media, Orange, New Jersey) which lists foundations according to their purpose.

Make sure you have plenty of typewriter ribbon and stamps as this is a long, weary trip!

After these steps, you will probably discover that your two possibilities for a viable program are the community --- and yourself. I have enclosed a chart showing the way I organized resources for my program. Four main community groups will be helpful ---- general community, universities, school district, and newspaper. If you are lucky enough to be around an Armed Forces base, they can be very supportive also.

For background information, parents are a terrific asset. They provide good advice and lots of necessary work. Museums conduct fine tours and many have workshops to participate in. Large organizations such as NAACP, Urban League, synagogues, can be a good help. I have heard, but not worked with, Kiwanis, Seratoma, and similar service organizations which do community work also.

Community persons are vital necessities for fund-raising events. We gave several fund-raisers and realized that many of the parents who attended (movies, soul bands, dinners) hadn't been inside of a school in years. They weren't interested in

attending parent-teacher conferences but came out in full force for a program they saw as important to their children.

Also, from the community, we found an excellent corps of speakers. These were persons who had actually BEEN THERE and would share first-hand experience with us.

We found lots of free food available. Go to large, and small, chains or warehouses and don't give up when they say, "Well, would half price help?" Many times, this half price routine was just at the door. We were fortunate enough to find one kind gentleman who gave much of his time --- and merchandise --- to our group. This gentleman became known as the "candy man" and was truly a patron saint of our program.

Colleges and universities are a goldmine. I began the Studies by conferring with professors of nearby schools. They gave lots of bibliographies and books, as well as unanimously volunteering to speak. We spent days at the College working on art projects, listening to tapes on their language lab, etc. Students from ethnic clubs at the College were very generous with their time.

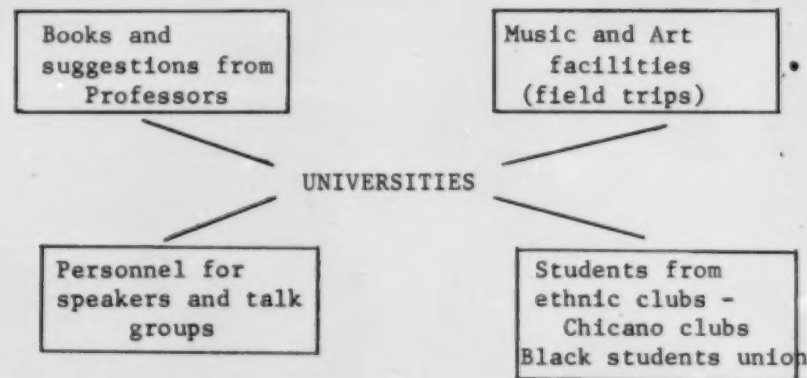
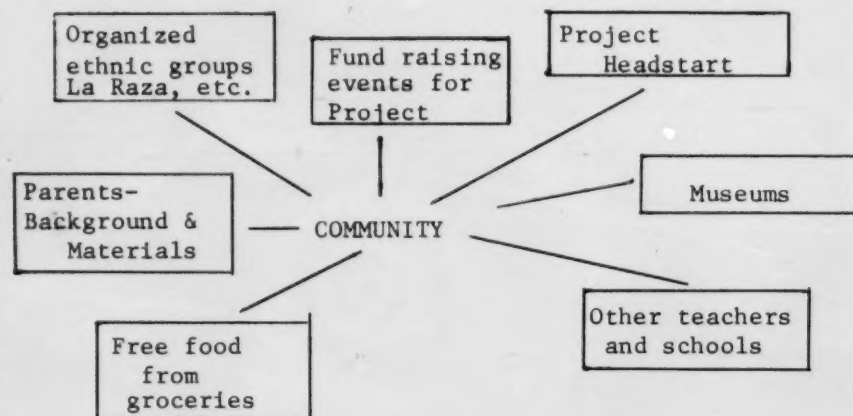
The school district came up with some funds for books and audio-visual materials. Of course, it is up to the district to provide space and permission for the project. Our school librarian was a marvelous source of materials and suggestions. She was endlessly helping me with orders, providing the newest catalogues, and borrowing from other libraries in the area.

The city's newspaper provided publicity for all events, as well as a good feature story that brought more help from the community.

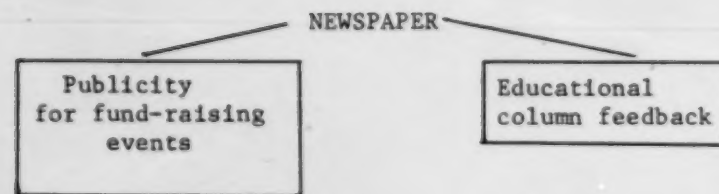
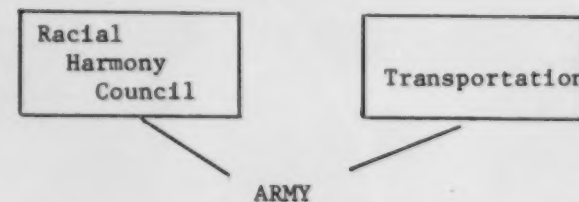
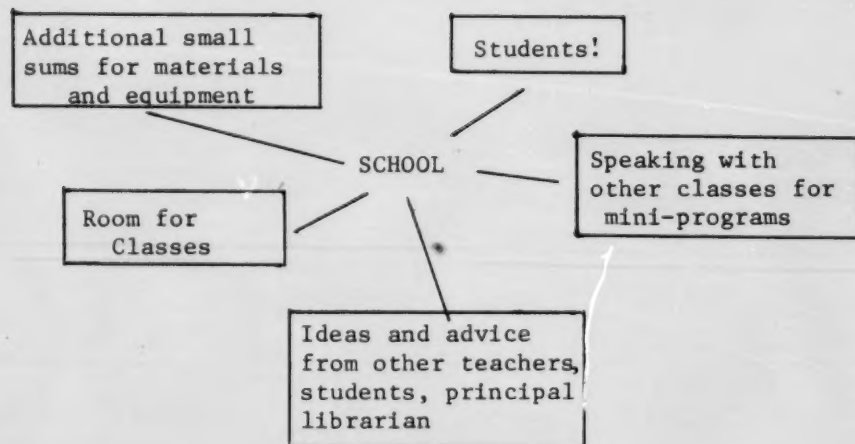
Six miles from our school is a military base. In recent years, Racial Harmony and Afro-Culture councils have been organized in the Armed Services. Luckily, they

have some funding and helped us with movies, speakers, and other personnel. If you are teaching military dependents, many of the fine craft and recreational facilities on base are open to your group.

As far as the funding game goes, the best players are your people. Don't expect a massive grant to drop down. Most of the work will be with your own legs and brain --- with some help from some friends!



ORGANIZING RESOURCES
for
ETHNIC HERITAGE PROGRAM*



*This is a compilation of the methods I was able to use.

THE EPILOGUE --- REALLY A PROLOGUE

The reason there were peace marches
Because people weren't free.
The reason there were sit-ins
Because people wanted rights.
The reason there were riots
Because they wanted to be the same.
The reason there was segregation
Because we thought they were different.
The reason it was unfair
Because we were stupid.
The reason it happened
No reason at all.

Shelly, Age 11

This is not an ending, but rather a foreword. I hope that the ideas and resources I have provided in this paper will begin the inauguration of other programs, in different cities, geared to different groups in the country.

It's one hell of a lot of work. Anything valuable is.

But done correctly, Minority Studies is one of the most relevant, important programs which can be offered to children.

It is very beautiful to see many hands struggling toward a positive goal.
It is very beautiful to witness children lash out at hate and prejudice as few adults begin to. It is very beautiful to see children of all colors overcome their fears and separations and look at each other as beautifully different and happily together.
Feel proud.

BOOKS --- CHILDRENS'

There are a great many fine books on the Market for children. I will mention only a handful which I feel are especially good.

Adoff, Arnold, Malcolm X, Thomas Crowell Publishers, 1970.

Bernard, Jacqueline, Journey Toward Freedom; The Story of Sojourner Truth, W. W. Norton and Co., 1967.

Bishop, Curtis, Little League Heroes, J.B. Lippincott, Co., 1960.

Clayton, Edward, Martin Luther King: Peaceful Warrior, Prentice Hall.

Commanger, Henry Steele: The Great Proclamation, Bobbs Publishing Co., 1960.

Deer, Ada, Speaking Out, R. E. Simon, 1970.

Fife, Dale: Who's In Charge of Lincoln?, Coward Publishing Co.

Goodman, Walter, Black Bondage, Farrar, Straus, and Giroux, 1969.

Hughes, Langston, Famous American Negroes, Dodd, Mead, and Company, 1955.

Hughes, Langston, Famous Athletes, Dodd, Mead, and Company, 1964.

Hughes, Langston, Famous Negro Music Makers, Dodd, Mead, and Company, 1955.

Meltzer, Milton: In Their Own Words: The History of the American Negro, Thomas Crowell, 1967.

Miers, Earl Shenck, Black Americans: Their History and Contributions, Grosset and Dunlap, 1969.

McGovern, Black is Beauty, Four Winds Press, 1969.

McAdam, Robert, Play the Game, Bowmar Publishing, 1971.

Turk, Midge, Gordon Parks, Thomas Crowell, 1971.

Washington, Mildred Pitts, Lillie of Watts, Doubleday, Inc, 1971.

POETRY

Adoff, Arnold, Black Out Loud, H.W. Wilson, 1970.

Adoff, Arnold, I AM The Darker Brother, H.W. Wilson, 1968.

Hughes, Langston, Don't You Turn Back, Alfred Knopf, Inc., 1969.

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RESOURCE BOOKS --- ADULT

- Adams, Russell, Great Negroes Past and Present, Afro-Am Publishing, Chicago, 1963.
- Baldwin, James, Go Tell It On the Mountain, Dial, 1963.
- Brown, Claude, Manchild in the Promised Land, Signet, 1965.
- Cleaver, Eldridge, Soul On Ice, McGraw-Hill, 1967.
- DeBois, William, Dusk at Dawn, Harcourt, Brace, 1940.
- Dover, Cedric, American Negro Art, New York Graphic Society, 1960.
- Douglass, Frederick, Narrative of the Life of Frederick Douglass, and American Slave, Harvard University, 1967.
- Fishel, Leslie and Benjamin Charles, The Negro American, A Documentary History, Scott, Foresman, 1967.
- Hughes, Langston, History of the Negro in America, Crown, 1968.
- King, Coretta, My Life with Martin Luther King, Jr., Rinehart and Winstron, 1969.
- King, Martin Luther, Why We Can't Wait, Harper and Row, 1964.
- Kohl, Herbert, 36 Children, Signet, 1967.
- Malcolm X, The Speeches of Malcolm X at Harvard, William Morrow, 1968.
- Metcalf, George, Black Profiles, McGraw-Hill, 1968.
- Miers, Earl Schenck, Black Americans, Their History and Contributions, Grosset and Dunlap, 1965, 1969.
- Moody, Anne, Coming of Age in Mississippi, Dial Press, 1968.
- Neltzer, Milton, Langston Hughes, Crowell, 1968.
- Preston Edward, Martin Luther King: Fighter for Freedom, Doubleday, 1968.
- Silberman, Charles, Crisis in Black and White, Random House, 1964.
- Washington, Booker T., Up From Slavery.

RESOURCE UNITS

Anti-Defamation League Publications (available from the ADL, 315 Lexington Avenue, New York, 10016). The ADL also has very fine films.

Katz, William Loren, Teachers' Guide to American Negro History. Quadrangle Books, Chicago, 1968.

Watson, Clifford and Janet Houghton, PRIDE, Educational Service, Inc. (P.O. Box 219, Stevensville, Michigan, 48127).

PICTURES

Carry, Helen and Leiv Lathen, Black America, Yesterday and Today, David Cook Publishers (Elgin, Illinois), 1969. A fine series of pictures arranged historically, with a forty-page resource booklet.

Singer/SVE Great Negroes, Picture Display Portfolio (Catalogue number 43B43K). This series completely displays pictures and short biographies on all phases of Black History.

RECORDS

The entire Folkways Record series. Black History section. Folkways, 701 Seventh Avenue, New York City.

Anderson, Marian: He's Got the Whole World in His Hands, RCA.

Jackson, Mahalia: Greatest Hits, Columbia Records.

Shaw, Robert Choral, I'm Going To Sing.

And the masses of contemporary records which are available in every record store in the country!

FILMSTRIPS

Rather than listing the filmstrips again which I have in this paper, I will merely include the names and addresses of the four or five companies I have found most helpful. For a truly complete listing of materials available from these companies, send for a catalogue and order to your own specific needs. One word of warning, don't necessarily order a whole series from one company. I have found it best to mix and match!

Bowmar, 622 Rodier Drive, Glendale, California 91201.

Eyegate, 146-01 Archer Avenue, Jamaica, New York 11435.

Encyclopaedia Britannica, 425 North Michigan Avenue, Chicago, Illinois 60611.

Guidance Associates of Pleasantville, New York.

SVE/Singer, 1345 Diversey Parkway, Chicago, Illinois 60614.